Ontario Department of Education

OHEC
379.7309713
O59 DE/R2

REGULATIONS AND COURSES

FOR THE

SUMMER MODEL SCHOOLS

AT BRACEBRIDGE, GORE BAY, MADOC, OTTAWA, PORT ARTHUR, SHARBOT LAKE, AND STURGEON FALLS

Session 1922

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:
Printed by CLARKSON W. JAMES, Printer to the King's Most Excellent Majesty
1922

Ontario Department of Education

REGULATIONS AND COURSES

FOR THE

SUMMER MODEL SCHOOLS

AT BRACEBRIDGE, GORE BAY, MADOC, OTTAWA, PORT ARTHUR, SHARBOT LAKE, AND STURGEON FALLS

Session 1922

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:
Printed by CLARKSON W. JAMES, Printer to the King's Most Excellent Majesty
1922

Printed by
RYERSON PRESS

CONTENTS

	PAGE
General Regulations:	
Location	5
Purpose	5
Session	5
Courses of Study	5
Professional	5
Academic	5
Conditions of Admission:	
General	5
First Professional Course	6
Academic Course	6
Second Professional Course	6
English-French Schools	7
Allowance for Board and Travelling Expenses	7
Duties of Principal	7
Duties of Teachers-in-Training	8
Text-Books:	
For the First and Second Professional Courses	8
For the Academic Course	9
Organization of the Courses:	
Professional	9
Academic	10
Details of the Courses:	
First Professional Course:	
Science of Education	10
School Management	10
Special Methodology	11
Composition	12
Reading	13
Spelling	13
Literature	13
Grammar	13
History	14
Geography	14
Nature Study	14
Arithmetic	15
Writing	15
Art	15
Vocal Music	16
Hygiene	16
Physical Culture	17
Manners and Morals	17
Second Professional Course:	
Preliminary	17
Science of Education	17
School Management	18
Special Methodology	19
Composition	19
Reading	19
Spelling	20
Literature	20
Grammar	21
History	21
Geography	22
Nature Study	22
Arithmetic	22
Writing	23
Art	23
Music	24
Hygiene	24
Physical Culture	24
Manners and Morals	24
Academic Course	24
Examinations:	
For Model Entrance Certificates	25
Special Provision for English-French Schools	25
For District Certificates	25
For Limited Third Class or English-French Certificates	26
For Renewal of Certificates	27
Validity of Certificates	28

ONTARIO SUMMER MODEL SCHOOLS, 1922

LOCATION

1. The Summer Model Schools will be held at Bracebridge, Gore Bay, Madoc, Ottawa, Port Arthur, Sharbot Lake, Sturgeon Falls, and Vankleek Hill if a sufficient number apply for admission.

PURPOSE

2. The purpose of these Schools is to prepare teachers for District and Third Class certificates valid as provided for in Circular 30½: the Schools at Ottawa and Sturgeon Falls, for certificates valid in English-French Schools; and those at Bracebridge, Gore Bay, Madoc, Port Arthur, and Sharbot Lake, for certificates valid in the English Schools of the poorer parts of the Districts and Counties, designated by the Minister.

NOTE.—A list of the schools concerned is given in Exam. Circular No. 142, which may be obtained from the Principals of the Summer Model Schools or on application to the Deputy Minister.

SESSION

3. (1) The session of the Summer Model Schools will begin on the third day of July, 1922, at 1.30 p.m., and end on the fourth day of August, 1922, and will be followed immediately by the final examinations, which will end not later than the eleventh day of August.

(2) The daily session shall be one of four and a half hours, exclusive of recesses. Saturday shall be a half holiday.

COURSES OF STUDY

Professional

4. (*a*) There are two professional courses at each Summer Model School, the First for new teachers-in-training who are qualified as prescribed in Regulation 6 (5) below, and the Second for those who are qualified as prescribed in Regulation 6 (7) below.

(*b*) Teachers-in-training who have already taken the First Professional Course and passed the final examination may upon the recommendation of the Principal and with the approval of the Minister be readmitted to this course.

Academic

5. In order to assist those who are actually engaged in teaching to prepare themselves for admission to the Second Professional Course of the Summer Model Schools, an Academic Summer Course will be provided concurrently with the Professional Courses, at one or more of the Summer Model Schools, if a sufficient number apply for admission.

CONDITIONS OF ADMISSION

General

6. (1) **Application for admission to any of the courses provided for in this Syllabus shall be made to the Deputy Minister not later than June 23rd on a form to be supplied by him.**

(2) The applicant shall submit with his application to the Deputy Minister, on official forms supplied by him, the following documents:—

(*a*) A certificate from competent authority that he is a British subject, and either a certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or declaration by one of the parents or by another relative or by any other person cognizant of the fact that the applicant will be at least seventeen years of age on or before September 1st, 1922.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a duly qualified medical practitioner that, for the purposes of this certificate, he has made a careful examination of the applicant and certifies as follows:

(i) That he is free from heart disease or any other serious organic affection;

(ii) That he is free from pulmonary affection, defective hearing, seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and—

(iii) That in other respects also he is physically able for the work of a teacher as prescribed in the Public and Separate School Courses of Study.

(*d*) An agreement, that if successful in obtaining a teacher's certificate, he will teach thereon in one or more of the schools specified in the note to 2 above for at least the first year of his subsequent teaching experience.

(3) In addition to the above, the applicant shall submit either a Model School Entrance or higher academic certificate or a recommendation for admission from the Inspector under whom he last taught or is now teaching.

(4) If a candidate's application is approved, he will receive a card of admission from the Deputy Minister, and shall attend the school to which he is assigned; and without such card he shall not be admitted.

To First Professional Course

(5) For admission to the First Professional Course the applicant shall submit with his application one of the following:—

(*a*) A Temporary certificate granted by the Department of Education.

(*b*) A certificate for Entrance into the Model Schools, or a certificate at least the equivalent thereof.

To Academic Course

(6) For admission to the Academic Course the applicant shall submit with his application, evidence of having completed satisfactorily the First Professional Course of a Summer Model School.

NOTES.—(1) Teachers-in-training who have been admitted to the First Professional Course on Middle School standing without a Lower School Certificate, will be required before proceeding to the Second Professional Course to take the Academic Course and to pass the Model Entrance examination or to secure Lower School standing thereon.

(2) The holder of a Middle School Certificate who submits satisfactory evidence that he has been actually engaged in teaching in a Provincial School for six months prior to the date of admission, may be granted admission to the Lower School subjects of the Academic Course, provided that he signs an agreement that he will, if successful on the Lower School examination, enter a Provincial Normal School in the following September, to train for a Second Class teacher.

To Second Professional Course

(7) For admission to the Second Professional Course, the applicant shall submit with his application one of the following:—

(*a*) An expired Third Class certificate, or a District certificate obtained prior to 1908 after attendance at a Model School provided that the holder of such certificate has Model Entrance standing.

(*b*) A certificate for Entrance into the Model Schools, or a certificate at least the equivalent thereof, together with, in the case of either certificate, evidence of having completed satisfactorily the First Professional course of a Summer Model School and of having taught successfully for at least one school year.

To English-French Schools

(8) (*a*) For admission to either of the English-French Summer Model Schools, the qualification shall be a Certificate for Entrance into the English-French Model Schools, a Brevet d'Ecole Modèle, a Brevet d'Ecole Académique or a certificate for Entrance into the Model Schools, or a Temporary certificate.

(*b*) All applicants qualifying for admission shall pass an oral examination in English and French Reading and Conversation and a written examination in English and French Grammar, Composition, and Spelling.

(*c*) The examinations prescribed in (*b*) above shall be held on July 4th, by the staff of the School.

ALLOWANCE FOR BOARD AND TRAVELLING

7. (*a*) The Department of Education will pay $1.00 per diem for living expenses, for a period not exceeding six weeks, to all teachers-in-training who have been in attendance at a Summer Model School, whose ordinary place of residence is in Ontario and more than three miles from the School, and who, before admission, undertake, if successful, to teach as provided in Regulation 2 above, for at least the academic year, beginning September 1, 1922, and ending June 29, 1923.

(*b*) (i) The Department will also pay the actual travelling expenses of teachers-in-training from their homes or last school, according to the point of departure to the Summer School in July and to their homes at the close of the session. No allowance will, however, be made for parlour car, berths, meals on train or boat, luggage, etc. **To be entitled to payment for the above travelling expenses it will be necessary to obtain receipts for the expenses so incurred showing the point or points from which the tickets were purchased.**

(ii) The certificates or receipts for the travelling expenses both to the school and from the school to their home at the close of the session shall be deposited with the Principal promptly by the teachers-in-training and shall be forwarded by him to the Deputy Minister of Education when application is made for the payment of the allowances.

NOTE.—In case a teacher-in-training is prevented from attending the full session on account of illness or for any other reason satisfactory to the Minister, the allowance for board for the time such teacher has actually attended the school will be paid, as will also the travelling expenses as provided by 7 (*b*) (i) above.

DUTIES OF PRINCIPAL

8. (1) Subject to the Regulations and to the approval of the Minister of Education, the Principal of each Summer Model School shall prescribe the duties of his staff and of the teachers-in-training, and shall be responsible to the Minister for the efficiency of the school.

(2) Subject to the approval of the Minister, the Principal of each Summer Model School may transfer a teacher-in-training from one course to another.

(3) When, notwithstanding the certificate prescribed in Regulation 6 (2), a teacher-in-training is reported to the Minister by the Principal as being physically unfit, the Minister may order a special medical examination of such teacher-in-training, and, as a result thereof, may direct the Principal to dismiss him from attendance.

(4) The Principal shall dismiss at any time during the session from further attendance at the Summer Model School teachers-in-training whose class work, in his judgment, shows them to be unduly defective in scholarship or whose conduct or progress is unsatisfactory.

DUTIES OF TEACHERS-IN-TRAINING

9. (1) Teachers-in-training shall attend regularly and punctually, and shall submit to such discipline and direction as the Principal may prescribe.

(2) Teachers-in-training who absent themselves from attendance must present to the Principal satisfactory reasons for their absence, and, failing in this, shall not be re-admitted.

(3) Teachers-in-training who fail to attend regularly or who have not attended the full session shall, unless for reasons satisfactory to the Minister, forfeit their claim to the allowances specified under section 7 (1) (*a*) and (*b*).

(4) Teachers-in-training shall board and lodge at such places as are approved by the Principal.

TEXT-BOOKS

For the First and Second Professional Courses

10. (1) For the First and Second Professional Courses, teachers-in-training shall provide themselves with the following:—

The Text-books prescribed for the Public and Separate Schools.

Syllabus of Physical Exercises for the Public Schools ..... .25
The Copp, Clark Co., Ltd., Toronto.

Ontario Normal School Manuals:

Science of Education ..... .32
The Ryerson Press, Toronto.

School Management ..... .30
The Ryerson Press, Toronto.

NOTE.—When purchased directly from the publisher a discount of 20% is allowed; the books listed above may, however, usually be obtained from a local bookseller.

(2) The following will be provided for each teacher-in-training:

The Regulations and Courses of Study of the Public and Separate Schools.
The Ontario Public School Manuals.
Manual on Teaching English to French-Speaking Pupils. (*For English-French Model Schools only.*)
The Educational Music Course.

For the Academic Course

(3) For the Academic Course teachers-in-training shall provide themselves with the authorized High School text-books necessary for preparation for Entrance into the Model Schools.

ORGANIZATION OF THE COURSES

Professional Courses

11. (1) In the First Professional Course the academic side shall be emphasized.

(2) In both the First and Second Professional Courses the following subjects are regarded as of prime importance:

Science of Education; School Management; Special Methodology in Composition, Spelling, Literature, Grammar, History, Geography, Arithmetic, Writing, and Reading.

(3) The provision in the time-table for the foregoing shall be as follows, subject to modification in accordance with the conditions in each school; and, as far as practicable, the details under each head of the courses given on pp. 10-24 shall be taken up in class, it being assumed that the teacher-in-training has made reasonable preparation for the work before entering:—

FIRST PROFESSIONAL COURSE

The Science of Education	10 hours.
School Management	10 "
Composition	10 "
Spelling	4 "
Literature	10 "
Grammar	8 "
History	6 "
Geography	8 "
Arithmetic	12 "
Writing	6 "
Reading	10 "

SECOND PROFESSIONAL COURSE

The Science of Education	12 hours.
School Management	10 "
Composition	8 "
Spelling	2 "
Literature	8 "
Grammar	8 "
History	10 "
Geography	10 "
Arithmetic	10 "
Writing	4 "
Reading	8 "

(4) As much class-instruction and direction shall be given in each of the following subjects as time will permit, but the responsibility for carrying on the course in each, with the aid of the text-book, shall devolve on the teacher-in-training:

Hygiene, Nature Study, Art, Physical Culture, Music, and Manners and Morals.

Academic Course

12. The Academic Course shall be that prescribed for the examination for Entrance into the Model Schools or such part of the course as the Principal may select, subject to the approval of the Minister.

NOTE TO SECTIONS 11 AND 12.—Probably, in most of the subjects of both the Professional and the Academic Course, half-hour lessons will be sufficient. Provision should also be made for class and home exercises, including lesson plans in the case of teachers-in-training taking either of the Professional Courses.

DETAILS OF THE COURSES

FIRST PROFESSIONAL COURSE

Science of Education

13.—(1) The object of the course in the Science of Education is to provide the teacher-in-training with a working conception of the nature of education which will be useful to him in forming ideals and determining procedure, to give him a rational basis for intelligently evaluating and selecting subject-matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy.

The course embraces the following topics:

Education: Nature of education; significance of experience; the learning process; the school curriculum.

General Method: Analysis of the learning process; the lesson problem; learning as a selecting activity; the need of preparation; learning as a relating activity; the application of knowledge; forms of presentation; lesson types; developing lesson types, the study lesson, the recitation lesson, the drill lesson, the review lesson; the art of questioning.

Educational Psychology: Attention; the feeling of interest; sense-perception; memory; apperception.

NOTE.—The foregoing course should be taken up in a simple manner by the teacher of the subject and completed early in the session, with directions as to the sections in the manual that are of most importance to the teacher-in-training at this stage.

BOOK OF REFERENCE:—

Ontario Normal School Manual: *The Science of Education.*

School Management

(2) The object of the course in School Management is to give the teacher-in-training in the light of the Science of Education an elementary knowledge of the art of School Management in a rural one-teacher school.

The course embraces the following topics:

The Scope: Aims and importance of school organization and the end of good management.

The Child: Importance of the child; the care of the child.

The Teacher: Qualifications of a good teacher; his relations with the Inspector, trustees, parents, pupils; interest in the general welfare of the section; daily preparation of work; care of health.

School Problems: School organization and its difficulties; promotions; school examinations; school records; the first day in school.

The Daily Programme: The construction of typical time-tables for rural schools; seat work; individual black-board work; reviews.

Discipline: Its meaning and aims; the forces that make for good discipline; value of games and other physical exercises; punishments; incentives.

NOTE.—The foregoing course should be taken up in a simple manner by the teacher of the subject and completed early in the session, with directions as to the sections in the manual that are of most importance to the teacher-in-training at this stage.

School Law and Regulations: The Ontario Schools Acts and Regulations in so far as they pertain to the duties and obligations of teachers and pupils.

NOTE.—The following topics should be included in the course in the Ontario School Law and Regulations:

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants; other matters directly affecting the teacher, trustees and school.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

BOOKS OF REFERENCE:—

Ontario Normal School Manual: *School Management.*
Regulations and Courses of Study of the Public and Separate Schools.
Ontario Schools Acts.

Special Methodology

(3) The object of the courses in Special Methodology is to prepare the teacher-in-training for teaching the subjects of Forms I-IV of the schools, by showing him how to apply the principles of General Method to the work in each subject.

The course includes:

(*a*) An introductory general survey of the Public and Separate School course of study for Forms I-IV with a view to understanding its purpose as a whole, the special object of each subject, and the correlation of the different subjects among themselves.

(*b*) The discussion of methods of teaching, with a concurrent academic review and type lessons and other illustrations of the most important topics, including those detailed under each head below, so that the teacher may know how to use each text-book. The work in the special methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

(*c*) In the Ottawa and Sturgeon Falls Professional Courses for teachers of English-French Schools, the special methodology of teaching English to French-speaking pupils is provided for under Composition below. For the Methodology of French Reading and Grammar, no special provision is necessary, as, notwithstanding the differences in the content of English and French Reading and Grammar, the methodology of the former may easily be adapted to the latter by the teacher himself. In the case of Grammar, however, elementary French etymology should be taken up in the language lessons of Form II on account of the numerous inflections which must be assimilated in order that the pupil may be able to write and spell even simple sentences at an early stage.

Book of Reference:—

Manual on Teaching English to French-Speaking Pupils.

Composition

(4) The special object of the course in Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English as a fixed unconscious habit, and to think clearly and logically as a basis for clear and logical expression.

The course embraces the following topics:

The relation of oral to written composition; the purposes served by each; correction of common errors of speech and of written answers; discussion and exemplification of topics suitable for each Form, with reasons for selection; suggestions as to sources of material; methods of dealing with oral and written compositions; how, and when to teach the sentence, the paragraph and the use of capitals, punctuation marks, etc.; story telling and its value; letter writing; special stress to be laid on oral composition for Junior classes; grammar in its relation to the oral and written composition of Forms III and IV.

The following special methodology of teaching English to French-speaking pupils of Form I should be discussed and illustrated in connection with the manual:

The Natural, or Direct method: the establishment of the same direct association between experience and expression as exists in the use of the mother tongue—in associating in the mind the impression or idea directly with the English word, and, in the process, the successive use of the eye, ear, and voice—showing, expressing and having the pupils repeat. The object of the method is to give the pupils the command of the language as a means of oral and written self-expression.

If the natural method is properly applied the mother-tongue will be required only to clear up a difficulty or to prevent a loss of time, and, in that case, its use should be confined to explanations which are absolutely necessary.

The value of Nursery Rhymes and Memory Gems as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil should understand clearly the meaning of everything he says, and never should be asked to write or memorize anything that he does not understand clearly, and that he cannot say correctly.

Note.—The classes in the First and Second courses in the methodology of teaching English to French-speaking pupils might for a time be taken together; and, for the class work two hours might be taken from the time allowed in Reg. 11 above to language and Composition, with four additional hours from the rest of the time available.

Book of Reference:—

Ontario Public School Manual: *Composition and Spelling.*

Reading

(5) The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to find for themselves the writer's thoughts and feelings, and to communicate them to the listener so that he may appreciate them.

The course embraces the following topics:

The primary and advanced stages of reading; how to start a class of beginners; the sentence, word, phonic, and combination methods; the planning of lessons for each Form; common faults on the part of both pupil and teacher and how to correct them; criticism by teachers and pupils; the use of supplementary readers and supplementary reading.

BOOKS OF REFERENCE:—

Ontario Public School Manuals: *Primary Reading; Ontario Readers, Books II, III, IV.*

Spelling

(6) The special object of the course in Spelling is to prepare the teacher-in-training to enable his pupils to use the recognized forms in the mechanism of written word-expression.

The course embraces the following topics:

The importance and value of spelling to the pupil; relation to phonics; aural and visual types; when to be introduced; difficulties and how to overcome them; transcription and dictation; rewriting; grouping of words; testing and checking; devices for correction.

BOOK OF REFERENCE:—

Ontario Public School Manual: *Composition and Spelling.*

Literature

(7) The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature, and to provide them with an ennobling means of enjoying their leisure, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and power of artistic expression of thought and feeling in language.

The course embraces the following topics:

An investigation of the previous reading of the teachers-in-training; qualities of literature that appeal to children of different ages; scope and purpose of literature in each Form, illustrated by taking up a poetry and a prose selection from each reader; the place and value of memory work; the use of the dictionary; supplementary readings; lesson procedure; preparation by teacher and by pupils; special value of memorization and of oral reading after preliminary study.

NOTE.—Books suitable for supplementary reading may be found in the Catalogue of Books recommended in 1915 for Public and Separate School Libraries. This catalogue may be obtained on application to the Deputy Minister.

BOOK OF REFERENCE:—

Ontario Public School Manual: *Literature.*

Grammar

(8) The special object of the course in Grammar is to prepare the teacher-in-training to give his pupils a basis for self-criticism in language by developing the principles of language structure, and to train them in habits of logical analysis.

The course embraces the following topics:

The relation of language and composition to grammar; the reasons for deferring the introduction of formal grammar to Form IV; the order of developing the subject; the inductive-deductive method illustrated by a few lessons on various topics; method of dealing with analysis and parsing in the class; rules of syntax, their value, treatment of false syntax.

Book of Reference:—

Ontario Public School Manual: *Grammar.*

History

(9) The special object of the course in History is to prepare the teacher-in-training to arouse in his pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, and to develop a love of high ideals, and to enable them to appreciate simple causal relations.

The course embraces the following topics:

What makes an event important; work suitable for the primary, intermediate, and advanced stages; the value of biography and local history, illustrations; how to use the reader for Form III and the text book for Form IV; devices in teaching for each Form; supplementary reading; our Flag, its history and significance; the causes and significance of the Great War.

Book of Reference:—

Ontario Public School Manual: *History.*

Geography

(10) The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon and to assist them in interpreting and utilizing their physical environment in accordance with their needs.

The course embraces the following topics:

The scope of geography; the observational phase of geography; use of globe and maps; how to employ the knowledge gained in the study of local Geography to interpret the facts of Geography in general; dependence of commerce and local industries upon soil, climate, and other physical conditions; study of a continent, of a country; how to use and to draw maps; work outside of school; excursions; how to use the Geography Reader for Form III.

Book of Reference:—

Ontario Public School Manual: *Geography.*

Nature Study

(11) The special object of the course in Nature Study is to prepare the teacher-in-training to train his pupils to observe and interpret independently the phenomena of the world around them, and to broaden and deepen their interest in nature.

The course embraces the following topics:

The relation of nature study to agriculture; characteristics of a typical nature study lesson; a general discussion of the work suitable for each form and each season; uses and limitations of books, pictures, collections, etc.

NOTE.—Owing to the time of the year and the shortness of the session, not much can be done in this subject, but the pupils should be directed how to carry on the work of the different Forms. Excursions should be made on Saturday afternoons.

BOOK OF REFERENCE:—

Ontario Public School Manual: *Nature Study.*

Arithmetic

(12) The special object of the course in Arithmetic is to prepare the teacher-in-training to train his pupils to acquire facility, accuracy, and promptness, in the use of abstract numbers as applied to the problems of everyday life, and to reason correctly as the result of the logical processes required in arithmetical calculation.

The course embraces the following topics:

Importance of arithmetic to the life of every child; an outline of the work for each Form; method of each important operation; drill, problems, oral and supplementary work; particular attention to primary number combinations, for the four simple rules, fractions, tables; importance of accuracy, neatness, and speed, and how to attain them; the use of the prescribed apparatus; the chief attention to be paid to the methodology of the work in Forms I, II, and III.

BOOK OF REFERENCE:—

Ontario Public School Manual: *Arithmetic.*

Writing

(13) The special object of the course in Writing is to enable the teacher-in-training to record his thoughts and feelings rapidly and legibly so that they may be read with the least possible effort, and to make him familiar with the best means of securing the same results with his pupils.

The course embraces the following topics:

Penholding; position at desk; position of paper; various movement exercises; formation of the small and capital letters and the figures; practice on paper and on the black-board; importance of good writing in all school exercises.

NOTE.—Owing to the shortness of the session, not much more can be done in class in this subject than to direct the teacher-in-training how to use for his own and his pupils' instruction the books prescribed for the course. The teacher-in-training will hand in from time to time during the session exercises for the teacher's criticism. The writing in the schools is so generally defective that these exercises must be insisted on.

BOOK OF REFERENCE:—

Ontario Public School Manual: *Writing.*

Art

(14) The special object of the course in Art is to give the teacher-in-training such a training of his aesthetic nature and such facility in the use of Art as a means of expression as will enable him to develop like tastes and powers in his pupils.

The course embraces the following topics:

The representation of common objects; grouping of objects, grasses, flowers, and trees, illustration of games, stories, etc.; black-board drawing; map drawing. All work should be freehand, and should aim at free expression rather than minute detail.

The course is to be taken up with pencil and colours, and the materials used by the teacher-in-training should be confined to those procurable by the pupils of an ordinary school, as follows:

1. Long paint box, containing blue, red, yellow, and black, 25 cents.
2. Drawing pencil B, BB, or 3B; according to make, 10 or 5 cents. The ordinary school pencil is the only other lead-pencil required.
3. Soft charcoal; a box containing 50 sticks, 15 cents.
4. Coloured crayons (crayograph or crayola); a box, 10 cents.

Each teacher-in-training shall come provided with the foregoing outfit, which may be obtained from a local dealer.

NOTE.—Owing to the shortness of the session, not much more can be done in class in this subject than to direct the teacher-in-training how to carry on his own studies and the pupils' work in the different Forms.

BOOK OF REFERENCE:—

Ontario Public School Manual: *Art.*

Vocal Music

(15) The special object of the course in Vocal Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.

When practicable the study of Rote Songs adapted to the lower Forms should be taken up as often as possible. This should begin with the simpler elements of time and tune, proceeding to more advanced work.

BOOK OF REFERENCE:—

Cringan: *The Educational Music Course.*

Hygiene

(16) The special object of the course in Hygiene is to train the teacher-in-training in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

The course includes general instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Ontario Public Health Act and Regulations;* modes of preventing the spread of these diseases.

The rest of the course should consist of general directions, how to take up the subject in Forms I and II, and how to use the Reader for Form III and the text-book for Form IV.

BOOK OF REFERENCE:—

The Ontario Public Health Act and Regulations.

Physical Culture

(17) The special object of the course in Physical Culture is to prepare the teacher-in-training to make proper provision for the physical training of his pupils. With Hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements.

As much practice as possible should be given in the exercises mentioned above, at the Summer Model School. Part of the recess period might, with advantage, be used for this purpose. Each teacher is required to put into practice in his school the course in *The Syllabus of Physical Exercises for Public Elementary Schools* as prescribed in the Public and Separate School Regulations.

Book of Reference:—

The Syllabus of Physical Exercises for Public Elementary Schools.

Manners and Morals

(18) The special object of the course is to enable the teacher-in-training to train his pupils in those social rules of conduct that are the outgrowth of regard for the rights, the feelings and the convenience of others.

The value of politeness in social and business relations; the correlation of Manners and Morals; their elementary principles.

SECOND PROFESSIONAL COURSE

Preliminary

14. Before taking up the Second Professional Course at a Summer Model School the student is expected to have made himself familiar with the text-books prescribed in Regulation 10, p. 8, and especially with the Public School Manuals and the Ontario Normal School Manuals on the Science of Education and School Management.

The Second Professional Course includes a review of the subjects of the First Professional Course, and should also be used as a guide by the teacher in his preliminary work.

Science of Education

(1) The course, which shall be as practical as possible, embraces the following topics:

Aim of Education: Examination of the chief current definitions of Education; relation of aim to procedure in Education.

Education: Nature of education; significance of experience; the learning process; function of the instructor; the school curriculum; educational institutions, school, church, home, vocation, etc.

General Method: Analysis of the learning process; the lesson problem; learning as a selecting activity; the need of preparation; learning as a relating activity; the application of knowledge; forms of presentation; classification of knowledge; lesson types; developing lesson types; the study lesson; the recitation lesson; the drill lesson; the review lesson; the art of questioning.

Educational Psychology: Nature of consciousness; mind, and body; instinct, curiosity, imitation, play; habit; attention; the feeling of interest; sense-perception; memory; apperception; imagination; thinking, conception; judgment, reasoning.

Child Study: Periods of development, characteristics of each period.

NOTE.—The foregoing course should be taken up in a simple manner with directions by the teacher of the subject as to the sections in the manuals that are of most importance to the teacher-in-training at this stage.

School Management

(2) *Meaning and aims of School Management*: Aims and scope of organization; the end of good management; relation of management to the teaching process.

Recitation: Assignment of home and seat work in graded and ungraded schools; how to study; questioning; treatment of answers.

The Child: Health conditions; formation of good habits; the teacher's responsibility; seating; fire-drill; nature and cause of fatigue; moral training.

The Teacher: Qualifications and characteristics of the successful teacher; his duties in relation to the child, parents, and other citizens; his code of ethics.

The Modern School: The building; the class rooms; the playground; the equipment; the relation of teacher and pupils, of school and home, of the school to the community.

Organization: The aim and scope of organization; the grading and the classification of pupils; the promotion of pupils.

The First Day in School: The teacher's work and attitude on the first day in school; their importance.

The Time-Table: Its purpose; principles involved in its construction; typical time-tables.

Records and Reports: Value of records; methods of keeping registers; forms of reports.

Discipline: The scope of discipline; its relation to methods of teaching; mechanized daily routine; methods of dealing with weaknesses and offences; incentives; penalties.

Problems and Results: Tests of attainments; tests of mentality; results of good management.

School Law and Regulations: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils.

NOTE.—The following topics should be included in the course in the Schools Acts and Regulations:

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants and of other matters directly affecting the teacher, trustees and school.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

Special Methodology

(3) The definition of the object of the special courses in Methodology and of the special object of each subject in the First Course and the directions already given for attaining these objects apply to the Second Course as well.

Composition

(4) *Introductory*: The relation of oral to written composition; how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition; grammar as related to the oral and written composition of Forms III and IV.

Methods: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms of speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary, pictures suggestive of stories, school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

The course in the methodology of teaching English to French-speaking pupils as set forth in the First Professional Course, reviewed and extended.

Reading

(5) *Introductory*: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Methods: The word, sentence, phonic, and combination methods; devices for securing rapid word recognition and for fixing attention on the thought, as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils; change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and for pleasure; reading as a means of creating and fostering a taste for good literature.

Spelling

(6) *Introductory*: Correlation of spelling with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

(7) *Introductory*: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; list of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus extracts.*

Special importance of the teacher's own qualifications; private reading-courses for teachers; suggestions for their future reading.

Methods: The application of the general principles of method to the teaching of literature; methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

Preparation of the pupils; necessity for preparing a suitable mood for lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

Difficulties of examining in literature; specimen examination questions.

Principles to be kept in view in selecting works for the school library; methods of making use of the school library; means of securing the co-operation of the home in the pupil's reading.

Grammar

(8) *Introductory*: Meaning of grammar; the relation of grammar to speech, correlation with other subjects; reasons for deferring the formal study till Form IV.

Methods: The sentence as the starting point; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; substitutes for inflection; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax; its relation to composition.

History

(9) *Introductory*: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purpose; oral teaching and black-board work by teacher, and of written exercises at seat and at black-board by pupils; oral and written work; the use of pictures, maps, etc., of the readers and the text-books; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades, the place and purpose of local history and the history of the aborigines and pioneers.

The natural attractiveness of biography; the relation of biography to history; the use of a study of biography in the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers, for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

The relation of epochs to biography; systematic chronological study of history and its value and dangers; the causal sequence of events.

Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of law courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Supplementary Material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of

history readers and of supplementary works for the different grades, significance and value of our Flag. The causes and significance of the Great War.

Geography

(10) *Introductory*: Its relation to other subjects, especially to nature study, history, and elementary science.

Methods: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, black-board drawings, natural objects, specimens of products, stereoscopic views; sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions in connection with the observations in local geography; the use of the reference library, books of travel, geography, readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by the teacher owing to the mass of details.

The concurrent review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies, rock formation and soils, distribution of mineral products, plant and animal life, the earth's relation to other heavenly bodies, weather and climate, man's relation to the rest of the world; commercial and political geography.

Nature Study

(11) *Introductory*: The relation of nature study to formal science; its correlation with other subjects.

Methods: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions; the study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of the public and separate schools.

Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Arithmetic

(12) *Introductory*: Its relation to the other subjects of the Syllabus; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of the text-book and the prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy, and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the

essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; black-board work; drill and examination work in arithmetic; checking written work in the class-rooms.

The various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in rural public school work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting: Measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration and notation.

Applied Arithmetic: Percentage, its simpler applications and operations; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

(13) *Methods*: Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the black-board to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

Art

(14) *Introductory*: Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to Use the Various Mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any part of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing with pencil of common spherical, cylindrical, and rectangular objects, illustrating the principles of freehand perspective.

Black-board Drawing: White and coloured crayons and charcoal.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

Music

(15) *Tune*: Practice in singing, from the Tonic-Solfa modulator, the simpler intervals of the Major Scale in various keys.

Time: Practice in singing simple time exercises in two, three, four, and six pulse measure, containing continued tones and easy divisions of the beat.

Voice Culture: Practice in breath control and exercises calculated to promote correct habits of voice production in speaking and singing.

Songs: The study of Rote Songs adapted to the lower forms of Public Schools.

The study of songs learned by note, from the Tonic-Solfa, or Staff notation; to commence with the simpler elements of time and tune, and proceed to more advanced grades, as may be found practicable in the time available for this purpose.

Hygiene

(16) General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Ontario Public Health Act and Regulations;* modes of preventing the spread of these diseases.

Care of teeth, skin, eyes, and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat stroke, burns, bandaging.

Physical Culture

(17) The First Course continued and extended.

Manners and Morals

(18) The First Course continued and extended.

Academic Course

15. For an outline of the Course leading to the examination for Entrance into the Model Schools, see the High or Continuation School Regulations.

EXAMINATIONS

For Model School Entrance Certificates

16. (1) (*a*) At the close of the Academic Course provided for in Regulation 12, an examination for Entrance into the English Model Schools will be held on papers prepared by the Department, as provided for in the following sections of the Regulations pertaining to Departmental examinations:

(*b*) Candidates who have attended a Summer Model School and who have been actually engaged in teaching in a Provincial School during the school year immediately preceding the session of such Summer Model School, may take either in June or in August examinations in the following subjects.—

English Literature, English Composition, English Grammar, Canadian History and Civics, Geography, Physiography, Arithmetic, Algebra, Geometry, Art, Botany, and Zoology.

Agriculture and Horticulture (two papers) may be substituted for Botany and Zoology.

Note 1.—Candidates will be given credit in each subject on which they obtain fifty per cent.

Note 2.—Candidates who have been admitted to the Academic Course under Regulation 6 (6) (note) may write on the subjects of the Lower School examination only.

Special Provision for English-French Schools

(2) (*a*) At the close of the Academic Course provided for in Regulation 12, an examination for Entrance into the English-French Model Schools will be held by the Department in the subjects specified below on the courses prescribed for the Junior Public School Diploma examination, with, in addition, papers in French Grammar and French Composition.

(*b*) This examination may be taken in two parts. French Grammar and Composition may be taken with the subjects of Part A or Part B as the candidate may elect:

PART A: Reading, Writing, English Grammar, Geography, Canadian History, and Arithmetic.

PART B: Spelling, English Literature, English Composition, Art, and Elementary Science.

For District Certificates

(4) (*a*) The final standing of the teacher-in-training in the First Professional Course shall be determined on the combined results of his Sessional Records and a final examination to be held immediately after the close of the session upon papers prepared by the staffs. The answer papers shall be read by the staffs, and the results settled by the Department.

(*b*) The sessional records shall consist of the class tests and home exercises in each subject.

(*c*) The final examination papers shall be based upon the courses as laid down in this syllabus.

(*d*) The examination in the subjects of Group I, enumerated below shall deal with the professional side of the subjects.

(*e*) At the examinations in the subjects of Group I, enumerated below, there shall be one paper in Grammar and Composition, and one paper in each of the other subjects, and the maximum marks for each paper shall be 100, distributed as follows: 30 for the sessional records and 70 for the final written examination. In the case of Literature, Grammar and Composition, the final examination papers for the English-French Model Schools of Ottawa and Sturgeon Falls shall be divided into two sections, Part A. English, and Part B. French, and the marks for each of these papers shall be distributed as follows: 30 for the Sessional Records, 35 for Part A. and 35 for Part B. of the final written examinations.

Group I.—Science of Education, School Management, Grammar and Composition, Literature, Geography, History, Arithmetic.

(*f*) At the examination in the subjects of Group II, enumerated below, there shall be one paper in Reading and Spelling and one paper in each of the other subjects, and the marks for each paper shall be 100, distributed as follows: 30 for the sessional records and 70 for the final written examination. The examination in the subjects of this Group shall assume a thorough familiarity with the courses in Forms I to IV of the Public and Separate Schools.

Group II.—Writing, Reading and Spelling, Hygiene, Nature Study, Art, Physical Culture, Music.

(*g*) To the teacher-in-training who obtains 50 per cent. of the marks assigned to each paper of Groups I and II, a District certificate will be awarded valid for one year as defined in 2 above.

For Limited Third Class or for English-French Certificates

(5) (*a*) The final standing of the teacher-in-training in the Second Professional Course shall be determined on the combined results of his Sessional Records, and a final examination, based upon the courses as laid down in this syllabus, to be held immediately after the close of the session.

(*b*) The sessional records shall consist of the class tests and home exercises in each subject.

(*c*) The final examination papers in Group I shall be prepared by the Department and in Group II by the staff of each school. The answer papers shall be read by the staffs and the results settled at the Department.

(*d*) The examination in the subjects of Group I enumerated below shall deal with the professional side of the subjects.

(*e*) At the examinations in the subjects of Group I, enumerated below, there shall be one paper in Grammar and Composition, and one paper in each of the other subjects, and the maximum marks for each paper shall be 100, distributed as follows: 30 for the sessional records and 70 for the final written examinations. In the case of Literature, and Grammar and Composition, the final examination papers for the English-French Model Schools of Ottawa and Sturgeon Falls shall be divided into two sections, Part A. English, and Part B. French, and the marks for each of these papers shall be distributed as follows: 30 for the Sessional Records, 35 for Part A. and 35 for Part B. of the final written examinations.

Group I.—Science of Education, School Management, Grammar and Composition, Literature, Geography, History, Arithmetic.

(*f*) At the examination in the subjects of Group II, enumerated below, there shall be one paper in Reading and Spelling and one paper in each of the other subjects, and the marks for each paper shall be 100, distributed as follows: 30 for the sessional records and 70 for the final written examination. The examination in the subjects of this Group shall assume a thorough familiarity with the courses in Forms I to IV of the Public and Separate Schools.

Group II.—Writing, Reading and Spelling, Hygiene, Nature Study, Art, Physical Culture, Music.

(*g*) To the teacher-in-training admitted under Regulation 6 (7) (*a*) or (*b*) who obtains 50 per cent. of the marks assigned to each paper of Groups I and II, a Limited Third Class certificate will be awarded, valid for five years as defined in 2 above.

(*h*) To teachers-in-training admitted under Regulation 6 (8), who obtain 50 per cent. of the marks assigned to each paper of Groups I and II, certificates will be awarded as follows:—

English-French Teachers' certificate Grade C. valid for three years to holders of at least English-French Model Entrance certificates; English-French Teachers' certificates Grade B. valid for five years to holders of at least Model Entrance certificates; English-French Teachers' certificates Grade A. valid for life to holders of at least Lower and Middle School Normal Entrance certificates who have taught in addition to the above for a period of five years and have completed satisfactorily an additional course of four months at an English-French Model School.

For Renewal of Certificates

(6) (*a*) Holders of Professional Third Class certificates, and of District certificates obtained prior to 1908 after attendance at a Model School, who are actually and regularly engaged in teaching, and who pass in Groups I and II of the final examinations of an English-French Model School or of an Autumn Model School or of the Second Professional Course of a Summer Model School, may, on the recommendation of the Inspector under whom they last taught, be granted English-French or Limited Third Class certificates, as the case may be, valid as provided in 1 (5). (*a*) and 1 (6) of Cir. 30½. For such candidates, each paper in Groups I and II, shall be valued at 100 marks, and the pass standard shall be 50 per cent. of the marks for each paper for each group.

(*b*) On the recommendation of an Inspector, the District certificates of candidates in the Academic course who pass one or both parts of the Model School Entrance examination and of other candidates whose academic standing is satisfactory to the Minister may be renewed for the next school year for one of the schools referred to in the note to Regulation 2 above.

VALIDITY OF CERTIFICATES

17. (1) With the approval of the Inspector, trustees of schools specified in Exam. Cir. No. 142 may re-engage without advertisement, for the school year 1922-1923, their present teachers provided they undertake to attend he approaching session of a Summer Model School.

(2) The following Sections, quoted from Circular 30½ set forth the validity of the certificates granted after a course at a Summer Model School:

Certificates Valid Without Endorsement:

1. (5) (a) An English-French Third Class certificate is valid in any English-French School.

(6) (a) A Limited Third Class certificate is valid in any school listed in Circular No. 142.

Certificates Valid on Endorsement:

1. (5) (b) An English-French District certificate may be endorsed by the Minister under Regulation 2, as valid in any English-French School.

(6) (a) A Limited Third Class certificate may be endorsed by the Minister under Regulation 2, as valid for a school in the Districts not listed in Circular No. 142.

(7) (b) A District certificate, not English-French, may be endorsed by the Minister under Regulation 2, as valid in any school listed in Circular No. 142.

NOTE.—Holders of certificates granted after attendance at a Summer Model School are reminded that acceptance or non-acceptance of the financial aid offered does not alter the validity of the certificate issued. (See section 2 of page 5.)

A violation of the agreement renders the certificate invalid.